**Rhode Island 21st Century Community Learning Center (21st CCLC) Initiative**

**2015-16 ANNUAL PROGRESS REPORT**

**Due Friday, August 12, 2016**

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| **Grantee:** | **Brown University Howard R. Swearer Center for Public Service** |
| **Site(s):** | **William D’Abate Elementary School** |

**Data Needed for Federal Reporting**

Exact processes and dates for entering information into the new 21APR federal reporting system are still To Be Determined. Regardless of the exact dates, however, the new system will now have three separate windows for each reporting term (Summer 2015, Fall 2015, and Spring 2016).

In preparation for those data entry windows, all data in your 21st CCLC data management system (e.g. YouthServices.net, ASPEN, etc.) for 2015-16 must be up-to-date.

Please put an X in the box below to indicate that all 2015-16 data has been entered into your data management system (e.g. YouthServices) and/or other database and has been reviewed for completeness and accuracy:

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| --- | --- |
| X | Student information (name/contact/demographics) |
| X | Program activity information (activity name/type/schedule) |
| X | Student program attendance data |
| X | Teacher survey results |

* 1. **Program Goals/Objectives and Action Steps**

Please indicate the extent to which each of your 2015-16 Program Goals were met. In the Comments section, briefly provide information on steps taken to meet the target and/or barriers encountered in trying to meet it.If the Target was Unmet, please indicate whether all related Action Steps from the 2015-16 Annual Plan were completed. If not, please explain why not. Also, if there were any notable new accomplishments related to each objective, please include them in the Comments section.

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| **Attendance Objective: # Program Attendees** | | **Comments** |
| **Progress (mark with an X)** | |
| X | Target Met | We exceeded the target number of program attendees. Steps taken to help us meet our goal included: outreach to families to inform them of program events and deadlines; coordinating with D’Abate teachers to enroll students; and maintaining a working waiting list of students. |
|  | Unmet but Progress Made |
|  | Unmet with No Progress Made |
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| **Attendance Objective: # Regular Attendees** | | Comments |
| **Progress (mark with an X)** | |
| **X** | Target Met | Our program met the target for regular attendees. We used multiple strategies to encourage regular attendance, centered around regular and positive interactions with families including providing an orientation for parents and holding “meet and greets” so families could get to know their children’s teachers. |
|  | Unmet but Progress Made |
|  | Unmet with No Progress Made |
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| **Attendance Objective: Daily Attendance** | | **Comments** |
| **Progress (mark with an X)** | |
| X | Target Met | We met our target for daily attendance progress. We maintain high daily attendance using multiple strategies and communicate with families on an ongoing basis about why regular attendance is important. We hold families accountable to our attendance policy. |
|  | Unmet but Progress Made |
|  | Unmet with No Progress Made |
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***Please note that actual attendance data will be reported in 21APR.***

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| **Academic Improvement Goal** | | **Comments** |
| **Progress (mark with an X)** | |
| X | Target Met | **Goal 1a:** *From July 1, 2015- August 15, 2015, Kindergarten readiness will improve for at least 95% of incoming D’Abate Kindergarten students who participate in DCS summer camp*  Unfortunately, we were unable to test this first hypothesis because we didn’t have a sample size large enough for a valid analysis within campers. Incoming Kindergarten students were administered pre- and post-testing by our Meeting Street partners and through DCS, but only nine campers were participating in both Meeting Street and DCS camp. To assess whether campers demonstrated increased readiness, we would need data from at least 20 campers before camp started and after it ended, and we do not have this. A short descriptive analysis of the survey data is included in the Supplemental Report One. Going forward, we will work with STATCOM to develop better instruments for smaller sample sizes.  ***Goal 1b: (continued)*** *Participating Kindergarten students will continue to show school readiness and engagement from August 16, 2015- June 30, 2016.*  We are pleased to have met this target. Our analysis found that Kindergarten students who participated in DCS summer camp maintained higher performance in certain aspects of “readiness” and “engagement” through the academic year as compared to Kindergarten students who did not participate in DCS summer camp. Campers demonstrated significantly higher increase in scores of correct spelling of their names, correct drawing of shapes, and teacher-rated social and classroom engagement behaviors, as opposed to non campers. More detail is in Supplemental Report One.  **Goal 2:** *D’Abate students in grades 3-5 who participate in DCS afterschool programming from September 1, 2015 – June 30, 2016 will score higher on average on most math and reading assessments than those D’Abate students in the same grades who do not participate in DCS afterschool programming.*  We are pleased to report that we met this academic improvement target for all grades, not just those students in grades 3-5, based on the percentage of students who met or exceeded the school’s target student growth percentile (SGP) of 40.   |  |  |  | | --- | --- | --- | |  | Percent of all students attending D’Abate who meet or exceed an SGP of 40 | Percent of D’Abate students participating in DCS who meet or exceed an SGP of 40 | | Grades K-2  Tested with Star Early Literacy | 60% | 77% | | Grades 1-5  Tested with Star Math | 71% | 76% | | Grades 1-5  Tested with Star Reading | 70% | 71% | | More detail by grade in Supplemental Report Two | | |   We credit our solidified program structure, training, and teacher coaching for strong academic links between afterschool and the school day. Through DCS, every child had access to academic work afterschool, homework support, creative thinking and problem solving activities, as well as recreation. |
|  | Unmet but Progress Made |
|  | Unmet with No Progress Made |
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| **Non-Cognitive Objective** | | **Comments** |
| **Progress (mark with an X)** | |
| X | Targets Met | **Objective 1**: *90% of students participating in DCS afterschool programming will attend school on a regular basis during the 2015-16 academic year. No more than 3% of students participating in DCS programming will be classified as chronically absent from school.*  We exceeded both of these objectives. More than 94% of students participating in DCS attended school on a regular basis. In fact, D’Abate as a whole had a 94.95% attendance rate for the 2015-2016 school year. We also exceeded our goal that no more than 3% of students participating in DCS programming will be classified as chronically absent; not one student enrolled in our afterschool programming was chronically absent. Our action steps for this goal included bilingual outreach to families to promote the importance of school attendance and working with families whose children may need some support to meet the school’s attendance goals.  **Objective 2a:** *During the 2015-16 school year, at least 90% of 4th and 5th grade students participating in DCS will report that the DCS afterschool program helps them try harder in school and do better in school*  We are unable to directly assess part one of this hypothesis because data on social-emotional growth as measured by the SAYO and by our internal survey do not allow for general comparisons. Going forward, we will be able to use our internal survey from this year as a comparison measure. Please see the Supplemental Report One for more information.  **Objective 2b (continued)** *They will report that attending DCS programs helps make them feel good about themselves, helps them find out what they’re good at doing and what they like to do, and helps them make new friends.*  We met this target for some measures. Our results indicate that 90% of DCS 4th and 5th grade students reported that participating in DCS programs made learning fun, made them happy to go to school, and helped them to feel good about themselves. While the program did not meet the benchmark for some measures (think hard, do better, try harder, identify what I’m good at, make new friends, discuss at home), the estimated percentages of students who reported positive responses regarding DCS were in general quite high. Please see the Supplemental Report One for more information.  **Objective 3:** *At least 90% of all students participating in DCS will self-report social-emotional growth over the course of the school year, as measured by pre and post tests on a number of measures.*  We met this objective for some measures. Specifically, 90% of DCS participants maintained or increased their social emotional scores in measures of putting their best effort into their schoolwork and fostering new friendships. Grade-specific patterns of significant growth were identified for these two measures, however participants did not demonstrate significant growth over every measure. This may be explained in part because the majority of participants reported extremely high baseline scores, leaving little room for improvement. Reporting may have also been impacted by bias. See Supplemental Report One for more detail. |
|  | Unmet but Progress Made |
|  | Unmet with No Progress Made |
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* 1. **Rhode Island Program Quality Assessment (RIPQA) Process**

Based on when your site last went through the full RIPQA process, please answer the following:

* *If your site last went through the full RIPQA process prior to 2015-16:*Please briefly list the action steps taken during 2015-16 as a result of RIPQA. Were all of the Goals and Action Steps identified in your most recent RIPQA report achieved? If not, please explain what changed and why. Also, if there were any notable new accomplishments that came about as a result of RIPQA, please include those.
* *If your site last went through the full RIPQA process during 2015-16:*   
  Please briefly identify what you are doing to ensure that all of the Goals and Action Steps will be implemented in a timely manner. *(Please respond to the best of your ability, even if you have not yet received the report.)* Also, if there were any notable new accomplishments that came about as a result of RIPQA, please include those.
* *If your site has never gone through the full RIPQA process:*

Please leave this box blank.

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| We went through the RIPQA Process during the 2015-2016 school year. Our team identified three goals to work on: ensuring the afterschool program mission statement is visible to everyone in the school building; making all trainings more accessible to all afterschool program staff; and developing a policy and procedures for a job performance review for all afterschool staff. We look forward to making progress to achieve all of these Goals and the Action Steps identified in the RIPQA report.  We have begun work on the first goal this summer, and as a result, for the 2016-2017 school year everyone who walks into the central area of the school building will be visibly reminded of the afterschool program and its mission. We have begun to address the second goal with a list of trainings under development for the 2016-2017 school year. All DCS staff will be aware of all of the professional development opportunities available to them. Some trainings will be required for all staff; the Program Manager will take into account staff schedule preferences, accessibility, and optimal communication methods. The Program Manager, with the support of school-day teachers, will work on the third goal when the school year begins. Our plan is to have policy and performance review procedures finalized by the end of December 2016, to be implemented in the second semester of the 2016-2017 school year. |

***Please note that RIPQA reports, including Form A Observation Reports and Form B Organizational Assessment Reports are shared directly with RIDE 21st CCLC program staff. You do not need to include excerpts from those documents here.***

* 1. **Operational Structure**

Please complete for each site. Create additional tables, as needed.

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| Site: | William D’Abate Elementary School |

Was the site open for the planned number of weeks, for the number of days per week, and for the hours per day, as outlined in the 2015-16 Annual Plan? If not, please explain what changed and why.

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| As planned, our afterschool programs operated five days per week, and for the planned hours of operation, from early October 2015 to the end of May 2016. Additionally, we operated a Summer Camp for five weeks during the 2015 summer. |

* 1. **Program Participation**

Please complete for each site. Create additional tables, as needed.

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| Site: | William D’Abate Elementary School |

Did you serve as many students and families, as planned in the 2015-16 Annual Plan? If not, please explain what changed and why. Also, if you planned to target any specific populations, did you successfully reach those populations? If not, please explain what changed and why. Finally, if there were any notable new accomplishments or challenges related to program participation, please describe those.

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| As in previous years, our program exceeded our target numbers of students enrolled and target number of regular attendees during the 2015-2016 school year. We believe that our constant outreach and communication with our students and families, as well as close partnerships with D’Abate teachers and staff, has aided us in establishing high levels of student participation and attendance. |

***Please note that actual program participation data will be reported in 21APR.***

* 1. **Program Offerings**

Please complete for each site. Create additional tables, as needed.

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| Site: | William D’Abate Elementary School |

Did you offer generally the same type and number of programs at each site, as planned in the 2015-16 Annual Plan? If not, please explain what changed and why. Also, if there were any notable new accomplishments or challenges in 2015-16 related to program offerings, please describe those.

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| Our program generally offered the same number and type of academic enrichment and electives programming as planned in the Annual Plan. We provided academic enrichment classes in Math, Science, Language Arts, Social Studies, Performing and Visual Arts from Monday-Wednesday and Electives on Thursday and Friday. We provided uninterrupted programming in the Spring, including a vacation camp during the Providence School Department Spring vacation. |

***Please note that actual program offering information will be reported in 21APR.***

* 1. **Staffing**

Please complete for each site. Create additional tables, as needed.

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| Site: | William D’Abate Elementary School |

Was the staffing similar to what was planned in the 2015-16 Annual Plan? If not, please explain what changed and why. Also, if there were any notable new accomplishments or challenges in 2015-16 related to staffing, please describe those.

Our staffing was similar to what was planned in the 2015-2016 Annual Plan. Staff numbers and roles were also similar to prior years.

***Please note that actual staffing data will be reported in 21APR.***

* 1. **Governance & Operational Management**

**Governance Structure (required)**

Was the membership of the Governance Group similar to what was planned in the 2015-16 Annual Plan and did the group meet as often as planned? If not, please explain what changed and why.

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| The membership of our Advisory Board was similar to what was planned in the 2015-2016 Annual Plan. There were four Advisory Board meetings throughout the school year, which had a consistent representation of school-day teachers, school and program staff, members of the Brown University and Olneyville communities, a Brown student leader and a youth representative, who is a former DCS student. |

Please list 1-3 key accomplishments or issues addressed by the governance body in 2015-16:

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| Our group, with broad representation of the many constituencies involved in our program, addressed the following issues:  -Staffing, Programming (including Program Calendar) and Events  -D’Abate Summer Camp Structure  -Swearer Center Strategic Plan  -Goals for Family Engagement  -Program Objectives, Data, and Evaluation  -Staff and Volunteer Training  -Systemizing Program Operations |

**Management** **structure** **(optional)**

If you have a separate management structure, was the membership of the management group similar to what was planned in the 2015-16 Annual Plan? If not, please explain what changed and why.

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| N/A |

Please list 1-3 key accomplishments or issues addressed by management structure in 2015-16:

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| N/A |

* 1. **Linkages to School**

Were you able to implement all of the strategies for creating linkages between your program and the target school(s), as outlined in your 2015-16 Annual Plan, successfully? If not, please explain what changed and why. Also, if there were any notable new accomplishments or challenges in 2015-16 related to linkages to school, please describe those.

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| During the 2015-2016 school year, our program was able to implement many strategies for creating linkages between our afterschool program and the school day. Some of the strategies used include:  -DCS staff participates as members of every school-wide committee, including the D’Abate Parent Teacher Organization.  -DCS staff is an integral presence at school events and activities, helping to plan and implement these. In many cases, DCS staff members serve as interpreters for school administrator and staff, and at school events.  -The Program Manager meets regularly with D’Abate’s Principal, Brent Kermen, to strengthen the program’s linkages to the school day and enhance the resources available to our shared constituencies.  -DCS staff work with classroom teachers to strengthen connections, exchange curriculum ideas, train the afterschool volunteers, and strategize on how best to meet the needs of students.  -School faculty and staff are actively involved in DCS programming, as teacher coaches, trainers, observers, program providers, members of the Advisory Board, and as critical elements in our support system for DCS staff, parents and Brown student volunteers. |

* 1. **Professional Development**

Were you able to implement your professional development plan, as outlined in your 2015-16 Annual Plan? If not, please explain what changed and why. Also, please be sure to describe any unmet professional development needs that you have identified. Finally, if there were any notable new accomplishments or challenges in 2015-16 related to professional development, please describe those.

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| We were able to implement our professional development plan, as outlined in our 2015-2016 Annual Plan. Mandatory trainings and orientations were provided to Summer Camp staff and the afterschool program volunteer teachers. Our student leaders also attended mandatory trainings provided by the Swearer Center for Public Service. During the school year, volunteer teachers and staff had the opportunity to participate in Lunch Lectures. Topics for lectures included: creating interactive, hands-on lessons; and understanding the impact of parent engagement in their children’s education. Twice a year, volunteers and staff also participate in a training and tour of Olneyville to learn more about the assets and strengths of the community they are working with. |

* 1. **Evaluation**

21st CCLC programs are required by federal regulations to undergo a periodic evaluation to assess progress. Results must be used to improve the quality of the program, and should be shared with all stakeholders.

Were you able to implement your evaluation plan, as described in your 2015-16 Annual Plan – including a) implementing the evaluation itself, b) using results for program improvement, and c) sharing results with stakeholders? If not, please explain what changed and why. Also, if any evaluation results were published this year, please include a brief summary here and please attach any related reports, with any individually identifiable student information redacted.

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| DCS assesses our program’s success using multiple measures. Findings are used to improve the quality of the program and are shared with all stakeholders. Our 2015-16 questions included:   1. Do D’Abate students who are enrolled in the DCS afterschool program demonstrate higher academic achievement than D’Abate students who are not enrolled in the program? 2. Do D’Abate students who are enrolled in the DCS afterschool program demonstrate improved social-emotional behavior over D’Abate students who are not enrolled? 3. Do D’Abate students who are enrolled in the DCS afterschool program attend school more regularly with fewer cases of chronic absenteeism than D’Abate students who do not participate in DCS? 4. Do incoming Kindergarten students who participate in DCS camp demonstrate higher levels of Kindergarten readiness than those Kindergarten students at D’Abate who did not participate in DCS camp? 5. Do D’Abate students who are enrolled in DCS afterschool programming experience positive trends that are sustained over periods of time? 6. Do some D’Abate students exhibit greater benefits than others from the afterschool program (i.e. girls vs. boys, or students attending 5 days vs. 2 days)?   Questions 1-4 were assessed this year and the results are briefly described above in program goals and action steps. A report with more detail is attached.  Partly in response to a desire to better understand the effect of our program at D’Abate, the Swearer Center is supporting a group of graduate students at Brown who have started a branch of an organization called Statistics in the Community (STATCOM).   Originally conceived by Purdue University’s Department of Statistics in 2001, STATCOM fosters relationships with a university’s surrounding communities by providing free, professional statistical consulting services to governmental agencies and nonprofit groups. In 2006, STATCOM received a Member Initiative Grant from the American Statistical Association (ASA) to further encourage its growth and as a result has steadily grown into a national network, now operating at twelve other universities in the United States.  Here at Brown, STATCOM is comprised of graduate students with a strong background in statistics, study design, or a related field. Brown faculty members, who provide expertise in both quantitative and substantive fields, oversee all STATCOM efforts. STATCOM’s first project at Brown is to evaluate our programming at D’Abate both to determine (a) if we are succeeding at our academic enrichment goals and (b) to inform the program’s continued improvement.  In partnership with and alongside the school’s leadership and PPSD, STATCOM will use already collected data to compare students who do and do not attend our afterschool programs. For example, we would use data from Skyward to compare attendance, tardiness and suspensions; tests results from NECAP, DIBELS, and/or STAR to measure academic growth; and demographic data.  Unfortunately, our timeline for this evaluation of D’Abate was a bit too ambitious. It has taken more than a full year of working with the PPSD Office of Research, Planning, and Accountability, Brown’s General Counsel’s office, Brown’s electronic records storage legal team, staff at D’Abate, and multiple people at the Swearer Center to secure the release of the first set of data from PPSD. Finally, in May 2016, we received initial data for AY 2015-16. We are waiting for the PPSD office to release to us the data from 2016-17 so we can proceed with meaningful initial longitudinal analysis. This will address Questions 5 and 6 above. |

* 1. **Key Challenges**

Were you able to implement the proposed strategies to address anticipated challenges that were identified in your 2015-16 Annual Plan? If so, please describe how successful those strategies were. If not, please explain what changed and why. Also, if there were any new challenges that occurred in 2015-16, that were not included in any of the sections above, please describe those here.

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| We were able to implement the strategies outlined in our 2015-2016 Annual Plan.  **Evaluation:** In our Annual Plan, we anticipated that working on our evaluation plan, and with STATCOM, would be challenging. As noted, it took us a long time and more work than expected to get data released from the Providence School Department. In particular, it took a while to iron out details of a data sharing agreement and a plan for data storage that met the security requirements for PPSD and for Brown University. We were flexible with our expectations for timely deliverables and are pleased that the evaluation report is in progress.  **Volunteer Changes:** In our Annual Plan, we anticipated that experiencing the turnover of some key players in our community would be challenging. Although things were complicated at times, having dedicated staff and volunteers helped us with this issue. Ms. Virginia Morgan, one of our parent volunteers who no longer has a PTO affiliation with the school, continues to play a volunteer role with us, and her participation has been key.  **Staff Training:** As anticipated, we have struggled to develop and implement an effective system for professional development for staff. Per a RIPQA recommendation, we will continue to work hard to make trainings accessible to all of the members of our community.  **Curricular Alignment:** Aligning our afterschool curriculum with that of the school day has been a challenge for the last few years. We will continue to work through the challenges outlined in the Annual Plan regarding non-involved teachers and lesson planning.  **Staffing Changes:** While we were able to implement strategies to counteract the impact of the challenges cited above on programming, we had one more challenge that we had to work through. Mid-way through the first semester, our Program Coordinator left his position at DCS. This provided for a difficult situation that we were able to resolve with the help and support of all of our staff and volunteers. |

* 1. **Sustainability**

Please list any *new* funding sources that were leveraged in 2015-16 to support the 21st CCLC program directly. Include such things as grants, district funds, business support, fundraising activities, childcare reimbursements, etc.

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| **Amount** | **Funding Source** | **What Funds Are Supporting** |
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No new funding sources were leveraged in 2015-16

* 1. **Other Issues (optional)**

If there are any other issues or information you would like to share about your grant for the past year, please include them here.

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| N/A |

* 1. **Key Accomplishments (optional)**

If there were any additional new accomplishments that occurred in 2015-16, that were not included in any of the sections above, please describe those here.

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| This year at DCS we were proud of many accomplishment – large and small – that occurred in our regular, daily programming. Additionally, we were honored by two noteworthy recognitions worth sharing.   * The Afterschool Program (DCS) received an OVie Award for "Best in Youth Programming" in Spring 2016. The Olneyville OVie Awards (Olneyville's version of the Oscars) were organized by One Neighborhood Builders this year to celebrate the community and honor Olneyville leaders, residents, stakeholders and volunteers.  We are proud to be an OVie recipient during its inaugural year. * Earlier in the Spring, DCS was recognized by our Family Engagement Resource Provider (FERP)as a program leading the fields of youth engagement and out-of-school time programming with promising practices in family engagement. |

* 1. **Site Visit Monitoring**

Based on when your site last had a RIDE site visit, please answer the following:

* *If your program had a RIDE site visit prior to 2015-16:*

Please describe any changes that were implemented during 2015-16 as a result of Findings or Recommendations in the site visit report.

* *If your program had a RIDE site visit during 2015-16 or if your program has not had a visit in the past 3 years:*

Please leave this box blank.

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| Our program had a RIDE site visit prior to 2015-2016. The following changes were implemented as a result of the recommendations and/or findings that were outlined in the site visit report:   1. The report recommended that our DCS Advisory Board establish specific roles and responsibilities for various positions, particularly a chair. We brought this recommendation to the Board, had a discussion, and members of the Board decided to maintain the current structure, as it has been working well and aligns with our values of a democratic, flat governance structure where power is shared equally among members. 2. The report found a need to improve timely and meaningful consultation with private school officials in D’Abate’s catchment area, which is a statutory requirement of 21st CCLC grantees. Since then, DCS’ Program Manager has consulted with the director at Blessed Sacrament, a parochial school in the area. Up until this point, the school has not expressed an interest in having its children participate in DCS programming and has declined our offer. We will continue to comply with completing this consultation annually. 3. The report recommended that DCS create structures to seek input from students, allowing for youth voice to be present at every level of decision-making. Since then, staff has worked on creating a Youth Advisory Board. In the spring, children in the upper grades selected representatives to serve on this board. Seven D’Abate students have been chosen to participate and the group’s first meeting will be in September 2016. Brown University students will work with the group to provide them with training and leadership opportunities. |